



EUNICE MARQUES BARBOSA

**ENGLISH LANGUAGE TEXTBOOK PRODUCTION IN CAPE VERDE:  
ASSETS AND OBSTACLES**

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Licenciatura em Estudos Ingleses

ISE/2007

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Licenciatura em Estudos Ingleses

Trabalho científico apresentado no ISE para obtenção do grau de Licenciado em  
Estudos Ingleses sob orientação da Dra. Deanna Fernandes

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Praia aos \_\_\_\_\_ do mês de \_\_\_\_\_ de 2007

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## ACKNOWLEDGEMENTS

Taking into account that this type of work always requires collaboration of a lot of people I would like to express gratitude for all those that in a way or other gave me support.

First of all, I would like to express a special gratitude for my thesis advisor, Dra. Deanna Fernandes for her inexhaustible patience and unconditional support throughout my entire work. Her contributions were essential in making this study possible.

I would like to thank my colleague Deolinda for being a kind of co-advisor for me giving me help whenever necessary.

I also would like to thank all the teachers who were willing to respond my questionnaire. Without their collaboration, I would not reach the end of this work

I would like to thank my husband Paulo, who gave me financial and emotional support to finish this work. I would also like to thank him and my daughters for being patient with me during this phase of my life.

Finally, I would like to thank the two most important people in my life, to which I dedicate this paper, my lovely daughters, Josybell and Jamily

## **ABSTRACT**

This study investigates if Cape Verde can be successful in the production of English language textbooks. It also will be looked at the main reasons why locally produced textbooks would be advantageous.

The findings of the study reveal that the production of an English language textbook for Cape Verde is the best solution and that it can be successful. We also find out that Capeverdean English teachers have professional competence and pedagogical qualification to be engaged in this practice. However, significant assistance will be necessary for bringing experts to the country to supervise the process. It also will be necessary to find financial support to put it in practice.

## INTRODUCTION

Recent advances in communications technology and the spread of English as a global language have led to a big demand for English throughout the world. Therefore reforms were necessary concerning the process of teaching/learning English. These reforms made the learner the centre of language instruction. So, curriculum and materials are designed to meet the needs of learners. Therefore, teachers should know how to select the most appropriate textbooks or to develop relevant and interesting materials for their students. As textbooks need to address the needs of learners in a particular country or group of countries, there have been a number of recent initiatives involving the production of textbooks. Textbooks should be designed since materials produced for local use are likely to be more successful.

In this paper the process of textbook evaluation as a means of helping to make decisions about the production of textbooks will be reviewed. The fact that adaptation is extremely time-consuming and that teachers could produce English language textbooks instead of adapting them will be explored. The research question is: Can Cape Verde be successful in the production of English language textbooks for teaching English in Cape Verde?

In the first chapter we find out the relevant points that help the author respond to the research question. The main points treated in this chapter are: the process of textbook evaluation, adaptation and production. It is argued here that the process of evaluation helps teachers select the best textbook for their classes. Concerning adaptation, it's said that this process should be avoided since it takes a lot of time. Additionally, we can find out throughout this first chapter that the process of textbook production is the best solution for teachers, students and the quality of education.

In the second chapter case studies on textbook production in other context are explored. In this chapter we can find out successful textbook production processes that took place in Hong Kong, Vietnam, Botswana and Malawi. Through this chapter we can identify some factors that lead to success in textbook production.



In the third chapter, the methods the author used to accomplish this study are described. The author briefly describes the procedures to collect data that support the research question. In chapter four the results are discussed and analysed. Then conclusions and some recommendations are included in chapter five.

Finally, by way of introduction, it is hoped that many of the points made below will be of use to Capeverdean English teachers, mainly to the Ministry of Education and others producing local materials for use at schools.

## CHAPTER I

### LITERATURE REVIEW

#### 1. The role of textbooks in EFL classrooms

Textbooks play an important role in any classroom. They influence the teaching/learning process. Zacharias (2005) points out that “whether used in conjunction with other texts or materials or as a sort of surrogate curriculum; textbooks tend to affect the teaching and learning process in the classroom” (From Kitao, K., & Kitao, S. K, 1997). Wild (1991) (in Griffiths, 1995) maintains that “One cannot deny the usefulness of coursebooks and the materials they contain. They have usually entailed an enormous amount of expertise, time and effort to produce, and the material is extensively researched and trialled before being published” (p24). Textbooks are important tools of teaching but the task of choosing the ‘best’ materials is not easy since there are a plethora of materials to select from.

There are experts who advocate that textbooks are important elements of teaching. Sheldon (1988) thinks that a textbook is the “visible heart in any ELT programme” and that it is “an almost a universal element of ELT teaching”. O’Neill (1990) (in Kitao & Kitao (1997) argues that materials may be suitable for students' needs, even if they are not designed specifically for them and that textbooks allow students to review and prepare their lessons. He also emphasizes that textbooks are efficient in terms of time and money. As the textbook is an important element of teaching, the teacher must know not only how to use it in the classroom but also manage students to use it well.

In contrary, many experts argue that textbooks represent a problem. Sheldon argues that “...textbooks merely grow from and imitate other textbooks and do not admit the winds of change from research, methodological experimentation, or classroom feedback”. From the

point of view of Allright (1981) materials are limited in determining learning goals, content and management of language learning. Allright (1990) (cited in Kitao & Kitao (1997) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. He goes on saying that that materials control learning and teaching. In the same way, Hutchinson and Torres (1994) (cited in Sheldon, 1997) argue that the textbook has a positive role to play in the teaching-learning process, especially in periods of change. To conclude we can see that textbooks bring some problems into the classroom but they are necessary for the teaching-learning process.

Besides the problems existing with textbooks, one can say that they are useful tools in the hands of teachers. Teachers can use textbooks as a curriculum model. Lamie (1999) argues that an approved textbook may easily become the curriculum in the classroom (in Garinger, 2001). As textbooks are important to determine the quality of the teaching/learning process, teachers need to evaluate them.

## **2. Textbook evaluation**

### **2.1. Why do teachers need to evaluate textbooks?**

First of all, textbook evaluation is an effective method of assessing a textbook's effectiveness. By evaluating textbooks, teachers judge which texts best suit their teaching situation. Some experts think that evaluation of textbooks is closely linked to selection of textbooks. They argue that evaluation helps selection and that teachers make an important decision when evaluating textbooks. According to Sheldon (1988) "the selection of a particular textbook signals an executive educational decision in which there is considerable professional, financial and even political investment." Hutchinson (1987:37) (in Litz, 2001) puts forward the idea that "materials are not simply the everyday tools of the language teacher; they are an embodiment of the aims, values and methods of a particular teaching/learning situation". As such, the selection of materials probably represents the single most important decision that the language teacher has to make. It is important therefore to be careful in selecting textbooks because wrong selection may reflect on the

quality of teaching-learning process. Decisions related to textbook selection will affect teachers, learners and all the educational process.

Similarly, by evaluating a textbook the teacher is doing a kind of educational judgement. According to the definition given by Hutchinson and Waters (1987) (in Litz, 2001) evaluation is a matter of judging something for a particular purpose. Teachers evaluate a textbook for the purpose of checking its effectiveness to their teaching context. The evaluation process helps teachers not only to make decisions but also to reflect in their teaching and learning experience.

Moreover, materials evaluation is not only a matter of making a decision but it is also very important for teachers' professional growth. By evaluating textbooks teachers acquire competence as textbook evaluators which helps them to be better professionals. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/ learning situation". (Hutchinson, 1987). Litz (2001) also thinks that textbook evaluation is very important since it is an instrument of conducting action research. He adds that textbook evaluation is also an important component of teacher training programs and it has two purposes: 1<sup>st</sup> make student and teachers aware of important features to look for in textbooks and 2<sup>nd</sup> familiarize them with a wide range of published language instruction materials. Cunningsworth (1995) and Ellis (1997) (cited in Litz (2001)) suggest that "textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material." Evaluation helps teachers not only to check the effectiveness of the textbooks being evaluated but it also makes teachers grow professionally by reflecting on their teaching/learning context. Teachers become more proficient in language teaching when they evaluate textbooks.

To conclude, textbook evaluation plays an important role in language teaching. Evaluation helps teachers select the best material for their students and also helps them to develop critical thinking. Teachers learn to be critical about the materials they use in their classroom. They don't accept any textbook that is on the market. They reject textbooks that they think are not useful to their teaching environment and choose the best ones. The evaluation also helps the teacher's intellectual development. But to evaluate a textbook a

teacher needs to have some knowledge about the methods of textbooks evaluation, the steps in the evaluation process and also the criteria used to evaluate textbooks.

## **2.2. Methods of textbook evaluation**

In this section, I describe some methods teachers should use to evaluate textbooks. First of all, they should know about the types of evaluation; Secondly, the steps in the evaluation process; Thirdly, they should know learners' opinions about the textbook being evaluated and finally they should create a checklist based on criteria proposed by experts in the field.

We have seen the importance of evaluating textbook now we must know the ways we evaluate them. The first thing teachers should know is when they need to evaluate a textbook. According to Cuningsworth (1995) and Ellis (1997) [in Litz (2001)] we can evaluate a textbook before using it that is a 'predictive' or 'pre-use' evaluation. We also can evaluate textbook that is currently being used. That means that we evaluate textbook while we are using it in our classroom. This type of evaluation is named 'in-use' evaluation. Finally we can use the 'retrospective' or 'post-use' (reflective) evaluation to evaluate a textbook that has been used in any classroom. If we do a wrong selection it will reflect on the quality of teaching. So, the best solution is to check the effectiveness of the book before using it.

### **2.2.1. Steps in the evaluation process**

Before choosing a textbook, teachers need first to examine the curriculum and then examine the goals and objectives of the textbook. Garinger (2002) states that when choosing an EFL/ESL textbook it is better to generalize the options according to program issues, going from broad (goals and curriculum) to specifics ( exercises and activities). For example, if the program focuses on developing speaking fluency, books designed to support the development of speaking skills would be appropriate. The reason for using this technique is to make the choice clear and manageable by eliminating the unsatisfactory textbooks at each

stage so that only the most appropriate are left at the end. Hartley (1994) (cited by Garinger, 1987) states that the most important questions that must be addressed for teachers in order to answer is: does the book meet their teaching objectives? We can see that the objectives of the book need to match the objectives of the course.

Secondly, teachers need to identify the appropriateness of the textbook for the intended learners. Garinger (2002) argues that if you teach in a multi-level environment it's very important to develop your textbook to address the needs of differing learner levels. The textbook should meet the needs of the learners, learners' cultural backgrounds, ages, interests, and their purposes in acquiring the second language. The textbook must be appropriate for the learners who are using it. When selecting the book teachers need to take into account the age of the learners, their degree of English and in which context they are learning English (as a foreign or as a second language?).

Thirdly, teachers should review the skills presented in the textbook. Since one of the main purposes of EFL program is to improve learners' language skills, textbooks must help learners acquire appropriate skills. Garinger (2002) states that to evaluate the skills presented in the textbooks teachers need to ask the two following questions: Does the text focus on the skills it claims to focus on? Does it actually teach these skills or does it merely provide practice in the skills students already have? If a textbook claim to teach writing skills it focuses primarily on exercises that promote writing rather than focusing on listening or speaking skills.

In addition, teachers should review exercises and activities in the textbook. When evaluating the quality of a textbook's exercises or activities, four key questions should be answered: Do the exercises and activities in the textbook contribute to learners' language acquisition? Are the exercises balanced in their format, containing both controlled and free practice? Are the exercises progressive as the students move through the textbook? Are the exercises varied and challenging? The exercises and activities in the textbook should contribute to students' language development and should also promote students' creativity and knowledge. Exercises should contain what students already learned and also should keep students motivated and interested as they work through a textbook by seeing something new in each chapter.

Finally, teachers should weigh practical concerns. According to Gariger (2002), practical concerns include availability and cost. They are often the deciding factors in textbook selection. Therefore they must be acknowledged. He adds that not all textbooks can be purchased and shipped in a reasonable amount of time, and educators often do not have the luxury of planning months in advance. Some textbooks are very expensive, students can not afford them. So, all of these factors must be taken into account.

Some authors have suggested teachers to be very systematic and objective when evaluating textbooks. Hutchinson and Waters (1987) divided the evaluation process into four steps: 1- defining criteria, 2. Subjective analysis, 3. Objective analysis and 4. matching. Teachers need to use both objective and subjective analysis in the criteria they create.

In addition, Learners' opinion about a good design is also very important. They are the first who will be affected if the textbook is not appropriate. Harmer (2001) says that when evaluating textbooks, teachers should do their best to include student opinions and comments. He adds that learners' view of layout, design, content and feel should inform teachers' pre- use assessment and also post use evaluation. Kitao and Kitao (1987) say that English textbooks should be useful, meaningful and interesting for students. He also says that while no single subject will interest all students, materials should be chosen based on what students, in general, are likely to find interesting and motivating.

### **2.2.2. Creating a checklist**

Creating a checklist is an important method of textbook evaluation. To evaluate a textbook, teachers should create a checklist based on criteria proposed by experts in ELT textbook such as: Sheldon (1988); Brown (1995); Cunningsworth (1995) and Harmer (1998). All of them stressed firstly on physical characteristics of textbooks (layout and organization); secondly, on criteria that assess textbook methodology, aims and approaches; thirdly, criteria that assess if the textbook fits the needs of individual teacher's approaches. Then, criteria that assess specific language areas such as grammar and skills need to be included. And finally According to Litz (2001), "textbook evaluations should include criteria that pertain to

representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution”.

Criteria for textbook evaluation depend on teachers' priorities. Sheldon (1988) says that the criteria depend on the swings of linguistic fashion. He goes on saying that the decision to choose a textbook would depend on one's own local priorities and preferences. Harmer (2001) also argues that when we use a checklist prepared by other people we are accepting their view of what is appropriate in our particular situation. Teachers use those criteria as models to create their own criteria taking into account their teaching situation and their learner's interest.

Experts in the field of textbook evaluation such as Sheldon and Harmer propose the creation a checklist by including some key questions that teachers need to answer. The important thing to remember here is that the quality of the questions asked is more crucial than the sheer number, as Dougill (1987:32) (in Sheldon, 1988) notes. The ability to ask the right questions depends to a large extent on how context-specific the evaluation design is (Sheldon, 1987:6). According to Harmer (2001) teachers first need to list the features they wish to look at in the textbook. The criteria proposed by the experts are composed by a set of characteristics about the Standard English textbooks. The characteristics may be grouped according to the following topics:

### **Price**

Price is one factor to take in consideration when evaluating textbook. The price of the book needs to be accessible so, students can afford the book and all its supplement materials. If the students can not afford the book, then it is not effective. (Harmer, 1998)

### **Availability**

Availability is another factor that contributes to textbook validity. According to experts in textbook production, teachers should be concerned about the local supply of the textbook. According to Harmer (2001) Teachers need to check if all the components of the



book (students' book, teachers' book, workbook etc) are on the market before using the book in the classroom. Sheldon (1988) says that available textbooks are those that are easy to obtain sample copies and support materials for inspection. He adds that if the teacher can contact the publisher's representative in case he/she wants further information about the content, approach or pedagogical details of the book then the book is available.

### **Layout and design**

ELT textbooks also need to be interesting, attractive, clear and well organized in a way that teachers feel comfortable with them and students like them. The lessons need to be organized in a way to follow the learning sequence of introduction, guided practice, application and evaluation (California State Department of Education [CDE], 1989). The book needs to have an optimum density and mix of text and graphical material on each page (Sheldon, 1988).

### **Instructions**

The instructions of the book must be clear. According to Gainger (2001) English textbooks should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity.

### **Methodology**

The book should state clearly what kind of teaching and learning it promote. Harmer, (1998) says that a book needs to have a good balance between study and activation.

### **Language**

The book also should promote authentic language use. The language also needs to be appropriate for the students' level. According to Gainger (2001) English textbooks should have correct, natural, recent, and Standard English. Since students' vocabulary is limited, the vocabulary in textbooks should be controlled or textbooks should provide information to help students understand vocabulary that they may not be familiar with. It would be useful to have

a variety of literary forms (for example, newspaper articles, poetry, or letters), so that students can learn to deal with different forms (Gainger, 2001).

### **Syllabus type, selection and grading**

The syllabus of a book needs to be appropriate for the students and it should cover the language points teachers would expect. Harmer, (1998) maintain that the syllabus of a textbook needs to be in the right order going from the easiest to the most difficult issues.

### **Language skill activities**

EFL textbooks should cover the four skills and the skills need to be appropriate to the course. “The book needs to have a variety of intellectually, simulating activities that are appropriate for use by students with a wide range of abilities and that allow for creative responses and interpretations” (California State Department of Education, 1989).

### **Topics**

Similarly, the book needs to contain variety of topics and the topics need to engage the students’ interest. If there are many interesting topics, learners would feel more confident in using the book, consequently they will learn more. The topics also need to be culturally appropriate for the students (Harmer, 1998).

### **Cultural acceptability**

Teaching materials need to be culturally acceptable. According to Kitao and Kitao (1997) “Teaching resources need to be understood”. “The cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. It should include visual aids etc., to help students understand cultural information” (Kitao, K., & Kitao, S. K, 1997). Textbooks should avoid cultural bias and at the same time needs to be culturally appropriate and reflect local practice.

### **Teacher’s guide**

The book needs to be accompanied with a good teacher's guide. The teacher guide need to give all the answers the teacher might need. It also needs to cover the alternatives for lesson procedure (Harmer, 1998).

### **Rationale**

Sheldon, (1988) argues that teachers need to know the reason why the book was written in the first time, and what gaps is it intended to fill. He also said that teachers need to know information about the needs analysis or classroom piloting that were undertaken.

### **Stereotyping**

The book should represent people and situations in an equal way. Various categories of people (gender, race, social class or nationality), and countries should be treated equally. The book should avoid cultural and social bias. Griffiths (1995) states that "it is important to avoid potentially offensive images. Any "jokes" which rely on racial stereotypes for their "humour" are to be avoided".

The characteristics mentioned above help teachers evaluate a textbook. Since evaluation process is a matter of making decisions, teachers can decide to adopt a particular textbook or to create their own materials to use in the classroom. If a teacher decides to use the book he/she may need to adapt the book to fits the needs of particular learner or group of learners.

## **3. Adapting textbooks**

After using the methods of textbook evaluation, teachers may need to adapt textbooks or to produce their own because some of textbooks may be unsuitable for their teaching situation. According to Cunningham (1995) (in Gabrielatos, 2001/2002) we can find some problems with the textbook we decide to use in the classroom. First, it cannot be relevant to all teaching/learning contexts. Second, what the textbook offers can never be exactly what our learners need. Third, its methodology may not match our own. Fourthly, our general aims may not match the aims of the textbook. Finally, the aims of a particular lesson/unit in the

textbook may not match our lesson-by-lesson aims. These are some reasons why teachers may need to adapt textbooks.

### **3.2. Problems with adaptation**

Textbook adaptation is extremely time-consuming. According to Miller (1995) “teachers bemoan the fact that they spend a lot of their time adapting materials”. In the same time Sheldon states that teachers have limited time due to the nature of their profession and that external pressures restrict many teachers.

In addition, there are other problems with adaptation of textbooks. Woods (1996: 190-212) (cited In Gabrielatos, 2001/2002) maintains that “Appropriate adaptation requires teachers to recognize and be informed about the methodology used by the author(s), or to be able to identify the lack of clear methodology”. What is more, teachers need to be conscious of their own methodological orientation that is their theories and beliefs about the nature of language and teaching/learning process. He adds that such awareness is important because teachers’ actual practice may contradict their perceived methodological orientation. Therefore, the effectiveness of textbook use depends on the level of the teachers’ awareness and knowledge. Since teachers are the ones who know their teaching context, they should produce textbooks instead of adapting them.

## **4. Producing textbooks**

In this section I maintain that textbook production is beneficial and that instead of trying to adapt internationally published textbooks, teachers should think about producing their own textbooks that fit their students’ needs and interests. I demonstrate that it is better to have teachers producing textbooks for their own students than adapting them to their teaching context.

#### 4.1. Why Textbook production?

As textbook adaptation is extremely time-consuming we can say that teachers need to produce their own textbooks bearing in mind their students' needs, backgrounds and interests. There are a number of reasons for writing a textbook. Block (1991) (Cited by Miller) gives teachers three good reasons for preparing their own materials; First, their materials may have a local context to allow learners to focus on language-use rather than battling with strange contexts. Second, Materials produced in-house can be easily updated. Finally, Students appreciate the personal touch of their teacher in materials produced specifically for them. Sheldon (1988) is also in favour of locally produced textbooks. He argues that "... frustrations can be assuaged, at least potentially, when local textbooks are developed in order to accommodate the on-the-spot needs of learners and preferences of teachers" (p 234).

In the same way, materials produced specifically for local use are often more advantageous. When producing materials, whatever the situation, experts recommend teachers to consider the educational background of their users. According to Richards (2005) effective instructional material in language teaching needs to take into account learner factors including learners' learning style preferences, their language learning needs, interests, and motivation. Since the end of 1970s, there has been a movement to make learners rather than teachers the center of language learning. According to this approach to teaching, learners are more important than teachers, materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs (Kitao, K., & Kitao, S. K, 1997). We can conclude that as learners are seen as the center of any teaching and learning program, all the materials must be designed for them.

Likewise, local textbooks are very advantageous for students and also for teachers. For teachers, because they don't need to spend so much time trying to adapt the books to their teaching context so, more time would be left for the lesson planning. And according to Sheldon (1988) such textbooks are organised according to the curriculum and therefore they are easy to follow. Harmer (2001) points out that for students, the textbook is reassuring. It allows then to look forward and back, giving then a chance to prepare for what is coming and review what they have done. It would be also good for the students because they will easily

have access to the book. They will not need to wait for the book to come from another country because they'll have books produced for them.

Equally, locally produced materials have a positive effect on learners. White (1988) says that such materials enhance learners' curiosity, interest and attention, so that the chances of the language being successfully processed by the learner are increased. He remarks that materials designed by individual teachers are made for the teacher's own students, looking at learning issues relevant to them. White (1988) also says that materials that have been made by the teacher and the students can facilitate the "learning to learn" process and encourage students to develop learning skills that will be useful for the rest of their lives. We can see that local textbooks have a positive effect on learner motivation which helps them to have a better understanding of the content.

One additional reason for textbook production is that teachers don't have to spend a great amount of time to adapt locally-produced materials. Prodromou (1988) (in Zacharias, 2005) Claims that that the more global the materials, the more teachers need to contextualize them to the learners' context. He also says that when extensive adaptation is required teachers may need to replace the book. Since locally produced materials are made for teachers' own students teachers don't need to make extensive adaptations. As teachers spend so much time trying to adapt internationally produced materials, the best solution for them is to create materials that fit their teaching environment.

Moreover, many experts advise teachers to be cautious about the use of internationally published materials. Prodromou (1988) claims that "globally designed textbooks have continued to be stubbornly Anglo centric: appealing to a world market as they do, they cannot by definition draw upon local varieties of English". He also says that internationally-published materials are relatively much more expensive than locally-produced ones. Pennycook (1994) further claims that internationally-published materials are never neutral. They represent 'very particular understandings of language, communication, learning, education and so on. Such understandings...are very much part of a broader range of discursive and cultural practices that emanate from the "West"' (in Zacharias, 2005). Locally textbooks are the ones that are more closely related to learners ' needs.

We have seen that textbook production brings many benefits to a teacher, to a student and also to the quality of education in general. First, Local textbooks can easily be updated.

Second, learners appreciate them. Third, it suits particular learners' needs, interests and backgrounds and fourth, Teachers don't need to do extensive adaptations. But if a textbook is to be produced it is better to have teachers as textbook authors.

## **4.2. Teachers as textbook authors**

The best authors for producing teaching materials are teachers. Teachers should be the ones to produce textbooks firstly because they are constantly in contact with the learner. Sutcliffe (nd) argues that teachers know their context; they can easily identify a gap in student knowledge in recent lessons and bring immediately into textbook production some materials and ideas they think are relevant to fulfil the gap.

Teachers should also participate in textbook production because they know their culture and also their teaching/learning context. A broad understanding of participants in the teaching-learning process is essential. According to Be and Crabbe (1997) we need to establish a shared understanding of the target culture in order to build reform on an inside understanding of the educational culture. Richards (2005) says that there are some factors that are very important when planning a book such as contextual factors including the school culture, classroom conditions, class size, and availability of teaching resources in situation where the materials will be used. In conclusion we need to understand the cultural content and teaching/learning situation in order to fully appreciate the design and use of materials.

Producing a textbook also helps teachers grow professionally. It helps teachers master the technicalities of producing materials. Schoenfeld and Magnan (1994) note that writing a text is the absolute expression of professing (being a professor). It hones teaching skills and techniques and reaches a wider audience. By writing, you will learn more about your discipline and more about teaching. Payne and Gallahue (1994) (in Zacharias, 2005) make the following observation about writing a textbook "Textbook writing should be undertaken for the love of learning, and for conveying knowledge, thoughts, and ideas on the printed page" " P#. He also says that textbook writing is all about the process itself, and very little about the product. The rewards of textbook writing are intrinsic and grounded in the creative process of "becoming" rather than the extrinsic rewards of "being." It is important therefore

to have teachers producing their own textbook, because they will acquire skills in producing textbook and bring creativity to their classroom. So, they will be better professionals.

There are a number of other advantages of having teachers producing textbooks for their learners. Firstly teachers can work as a team. They cooperate with each other by using their own teaching experience. Secondly, they can try the book out in the classroom while they are writing. If there are any problems with the book the teacher may identify it before finishing the book. Thirdly, they know their teaching context and their students' needs. Finally, it can give them professional prestige.

## 5. Phases involved in textbook production

In his article "Designing textbooks for modern languages: the ELT experience" Bolitho (2003) looks at the steps involved in writing coursebooks from the point of view of authors and publishers. The article also looks at the advantages of team-authoring in the context of recent national textbook projects in Eastern Europe and former Soviet Union states. According to Bolitho (2003) the process of textbook production has three important phases.

### 5.1. The preparatory phase

The first phase that Bolitho describes is **The Preparatory Phase**. In this phase comes the first step that is the initiation where authors may initiate a writing project. The Ministry of Education of a particular country, tries to find support of an outside agency (the British Council or the World Bank) in order to set up textbook reform projects. Then the Ministry of Education provides means for author selection and training. Finally the Ministry of Education looks for partnership with an institution or with individual consultants from a native English speaking country.



The second step in the preparatory phase is identifying needs and constraints. A number of studies are done to identify the needs and constraints. In those studies may be included reasons why the materials currently in use don't fill the gaps and also identify the communicative perspective of English (for what purpose learners are learning English?). Finally, as Bolitho says come "the study of establishment of an acceptable variety or varieties of English to suit local needs and prevailing language policy".

The third step in this preparatory phase is the author selection and training. Bolitho suggested that the authors should be preferentially teachers since they are familiar with the teaching context. He says that teachers are always in contact with the learners and they will have opportunities to try out the material while writing. Another advantage is that teachers can work together as a team. They should share experience since that each one has its own teaching style.

Bolitho stressed the importance to set the criteria for the selection of authors. In those criteria should be included teaching experience, cognitive style, creative ability, ability to work in a team, willingness to prioritise and many others that one might find important. The authors' training "should include components such as Materials Evaluation, Syllabus Design, Teaching Methodology, Testing and Evaluation, ICT Skills (including the use of corpora), Principles of Materials Writing, Language Awareness and Cultural Awareness.

By the end of the training authors should acquire the writing responsibilities, have a clear idea of the syllabus and approach they are working with, be aware of the deadlines they are expected to meet, and of the guidelines they are expected to adhere to concerning extent, layout, fonts, numbering, art briefs, typescripts, copyright issues etc.

## **5.2. The writing phase**

The writing phase is the second phase in the textbook writing described by Bolitho. Before starting writing the book, authors should have a clear idea of what they are writing. They should know how many pages the book would have, for whom they are writing, how

many hours per week they have learning English classes. For which purpose they are leaning English. Finally, they should know if there are necessary supplement materials (workbook, teachers' book, cassettes, videos, CD- ROMs etc). Bolitho also stressed the necessity to know the syllabus and the methodological principles (task-based, activity-based, degree of learner autonomy etc.) Finally the authors make deadlines for their meeting.

Another important thing Bolitho says concerning the production of textbook is to invite the consultants (from the institution which provide the initial training) to attend all the meetings concerning production of textbook. The task of the consultants is to work on the language accuracy and appropriacy. Publishers' representatives may also attend to meetings in order to solve some problems that may appear. Bolitho gives example of some global publishers such as Macmillan, Heinemann, Oxford University Press and Cambridge University Press.

### **5.3. The post writing phase**

The post writing phase is the phase that comes before the book has been launch in the market and after the authors finished it. Bolitho describes the post writing phase as the phase when authors, consultants, and publishers meet in a conference to evaluate the textbook. They also evaluate the impact that the book has on the users (teachers and learners). In this phase they will see if the textbook they created succeed or failed. In this phase also we can see the advantage of teachers producing textbooks because before the publisher launch the product on the market teachers try the books first in their classroom so, they will have a chance to make some adjustment. Bolitho goes on saying that this phase can be used to inform revisions of existing material and planning for new publishing projects.

## Conclusions

In conclusion we can see that textbooks are important elements of teaching and need to be evaluated. The process of evaluation of a textbook helps the users measure its suitability. After doing the evaluation of a textbook a teacher has two options: adaptation or production. Teacher may decide whether to adapt the textbook or reject it and produce a textbook that best fits his/her teaching context. As we have seen textbook adaptation is not the best option. At some point, especially after making large amounts of adaptation, a teacher may decide that writing his or her own textbook is the solution. As we have seen there are a number of reasons for writing a textbook. Experts advocate for production claiming that it focus more closely on the needs of a particular teaching situation. Next section case studies deals with studies conducted in some countries that went on the process of textbook production. The main objective of this section is to identify factors that determine success/insuccess in textbook production.

## Chapter II

### CASE STUDIES

In this section I give examples of some countries that trusted in locally produced materials and had a chance to prepare their own materials to fulfil their educational needs. The process of textbook production they went through is very well organised and they provide good examples to follow. Each study will follow the same format and have the same section headings, for ease of comparison.

#### 1. Textbook production in Hong Kong

##### 1.1. Author/ Title

“Materials Production in EFL: A Team Process” is the title of the study conducted in 1995 by Lindsay Miller. Lindsay Miller is an associate professor in the English and Communication Department at City University of Hong Kong. The study investigates the process of textbook production in Hong Kong and describes the process step by step to provide an example that should be adopted by other countries that want to produce teaching materials.

##### 1.2. Country/ population

Hong Kong was a dependent territory of the [United Kingdom](#) from 1842 until 1997. After independence, the territory became one of the two [administrative regions](#) of the [People's Republic of China](#) (PRC) along with Macau. The territory is comprised of more than 260 islands and it is located on the eastern side of the [Pearl River Delta](#). Hong Kong has about 6,864,346 of habitants (census, 2006). [Chinese](#) and [English](#) are the two official languages. The rapid economic development and an explosion in commercial, technological and cultural exchanges with other part of the world have given rise to a big demand for

English language in China (Wu, 2001). So, in the point of view of the government, English is a necessary mean for helping the country to realise its modernization programme and also it is important for international competition. From learners' point of view, English provides opportunities to enter and graduate from university, to find desirable jobs in public and private sectors and consequently it gives social and economic prestige (Ng & Tang, 1997). Therefore, the Government of Hong Kong decided that is better to have students learning English beginning in primary school. They decided also to improve the ELT at the secondary level.

## **2.5. The process of textbook production**

In Hong Kong they started thinking on producing local textbooks because of the unsuitability of textbooks in use and because teachers complained about the fact that they spent a lot of time in adapting the textbooks. So, six teachers decided to get involved in the production of textbooks, and the process they went through can be summarized as follows:

In this first stage they identified the problem they had in using the existing materials and determined what they thought would be useful for their students. Then they set up a meeting with colleagues who were interested in materials writing and brainstormed the possible types of materials they could produce. Miller (1995) says that they considered both the students' needs and the demands of the project, such as: "how much time is available? How will the workload be divided?" etc. By the end of this meeting they had a good idea of what they were going to try to produce and the time-frame within which they would work.

In the second stage, they started writing the textbook. Firstly, they divided up the workload. Each author was responsible for producing a number of units, and one person served as editor to coordinate the materials. After the authors had produced draft materials, they arranged another meeting to start mapping out what the book would look like. As they used copyrighted materials, the editor wrote to the publishers and asked for permission to reproduce the articles. Then, they **appointed** one person to be responsible for page-setting and formatting the units.

In the post writing phase they pilot the material with their students. In this stage the authors could include ideas of the students in later units. Then, they arranged another meeting

to revise the material. After piloting the book the teachers decided what worked well and what did not and make the appropriate changes. Then the editor collected all the revised materials and organized them according to the way they would be presented in the book. They held a final meeting to proofread all the material.

### **1.8. Results/outcomes**

The textbook produced in Hong Kong had made a strong impact on ELT in the PRC. According to Ng&Tang (1997) the textbooks generally have been well received by better qualified teachers in key schools; although teachers with less training have complained about the innovations. At time of publication a great majority of schools used the textbooks not only in Hong Kong but in other provinces in PRC. Teachers maintained that the materials produced helps students acquire communicative competence because of the introduction of a learner-centred approach that strived to meet students' needs and engage them in purposeful communication in meaningful contexts. The Books have a wide variety of themes that contains a strong cultural element that interests students. Other features of the textbooks include "progressive recycling of language knowledge and skills, large doses of language input, attention to learner autonomy, and considerable flexibility for teachers to select teaching contents in accordance with students' abilities and needs"(Ng & Tang, 1997).

## **2. Textbook production in Vietnam**

### **2.1. Author/Title**

"Developing Appropriate Materials: The Vietnam Project" is the title of the study conducted in 1995 by Ursula Nixon. Ursula Nixon has a MA in Applied Linguistics from the University of Essex. She has taught in the UK, Germany, Malawi, Mali, and Kiribati and has also worked in Southeast Asia. At the moment, she coordinates the graduate programs in TESOL at the University of Canberra. The study investigated the process of textbook production in Vietnam and also provides an example that should be adopted by others countries.

## **2.2. Country/population**

Vietnam is a long and narrow country that occupies the oriental coast of the peninsula of Indochina, on the Gulf of Tonkin and the Sea of China. The country has an area of about 331.688 squared kilometres and about 83,535,576 population (July 2005 est.). There are several Languages in this country: Vietnamese official language; also French, various Chinese dialects, tribal languages, and English (as a second language). Vietnam is the world's third-largest communist country (ranking below China and the Soviet Union). The north of the country is rich in coal, iron ore, manganese, bauxite and titanium.

## **2.3. The process of textbook production**

The need for textbooks production emerged from the reform in a national system of English Language Teaching. A systemic approach was needed that addressed both teaching practice and the learning resources that supply that practice. Most of the textbook writers were English teachers that were in training in Australia.

In 1985, a United Nations Development Programs created a program through which Vietnamese EFL teachers were given an international aid and scholarship to study in the TESOL centre at the University of Canberra. Students (trainees) had the opportunity to design a kit of materials for use in their country. They decided to produce a kit of materials for their students since much of the commercially available materials had no relevance in a country which had yet to experience automatic teller and multichannel TV.

The first thing they did concerning to the design of materials was to identify the needs of instructional materials. During the first semester, teachers encouraged trainees to think about needs and situational analysis. With needs identified, students then thought about objectives. Then, they used checklists and criteria proposed by Harmer (1991) and Sheldon (1987) to evaluate the commercially available materials. Students criticised many of the materials used in their country saying that those materials were not reliable (even a cassette player may not be available in the Vietnamese classroom) and are full of cultural bias.

When the preparation stage ended, they started with the collection of resources. The trainees formed small design teams (two to four people). During the break of the first semester the teams had the opportunity to collect all the materials from which they would develop their kits of teaching materials. To collect samples of spoken and written texts, they visited business centres, libraries, exhibitions, hospitals, and museums

In the next step they started the design. Twice a week the design teams met the lecturer. In those meetings they discussed and edited the materials being designed and they pondered what they might need to condense, clarify or expand in the materials. They also had an opportunity to peer teach segments of the materials.

## **2.4. Results**

The materials produced by Vietnamese English teachers were very successful. We have seen that producing language teaching materials is an advantageous task, but it is fruitless if these materials do not get used in the home context. In Vietnam there are indications, however, that the textbooks were put to use. Textbook designers were asked about the extent to which the materials they had designed were in use. 86% of the respondents said that their kits were used and of these, 52% indicated that the materials were used to some extent and 34% to a great extent. However, due to funding constraints from the government, the accompanying teacher's guides have not all been written. No cassettes were available to go with the textbooks at any level, although some teachers have made their own by recording on tape their own voice or that of foreigners working in Vietnam. However, according to Nixon (1995) the materials produced by the TESOL Diploma students have gone in some way to meet the needs of Vietnamese students.

The following two case studies are part of a study conducted by UNESCO in 1996. UNESCO undertook a "Study on Textbook Provision and the Feasibility of Cooperation among Southern African Development Community (SADC) countries, where national specialists conducted a systematic analysis of the strengths and difficulties within their country's textbook provision system" (UNESCO, 1996). The study was intended to serve as a base for the national authorities, in cooperation with its professionals in this field, to formulate a national policy for textbook provision. It also helped to identify constraints



which have prevented effective textbook production. The document includes five studies carried out by Botswana, Malawi, Namibia, Zambia and Zimbabwe, edited by Patricia Bolton. Only the studies conducted in Botswana, and Malawi will be looked because as the two studies above they provide a solid example to be adopted by other countries.

### **3. Textbook production in Botswana**

#### **3.1. Author/Title**

Botswana Case Study was conducted in 1996 by: Felicity Malebogo Leburu, Principal Curriculum Development Officer, and L.G. Mothusi, UNESCO National Commission Secretary. The title of the study is *“Textbook provision in Botswana and feasibility of co-operation among SADC countries”*

#### **3.2. Country/population**

Botswana is a country of Southern Africa with Population over 1.7 million (via UN, 2006). The country was a British colony since 1888 until 1966, year of independence. Currently two main languages are used in Botswana, namely Setswana and English. Setswana is a national language and is the mother tongue of about 80% of the population. It is a language of instruction for the first four years of Primary Education. English is the language of instruction at all levels of education after the fourth year of primary school. Economically, it is the world's largest producer of diamonds and the trade has transformed it into a middle-income nation.

#### **3.3. The process of textbook production**

Before producing textbooks, Botswana used textbooks imported from many countries; those textbooks were generally unsuitable for their students as they taught to different syllabuses and values.

First the Ministry of Education provided training on curriculum development and materials design. The training took the form of short and long courses sponsored by the Ministry of Education and some organizations such as African Curriculum Organization,

UNESCO, the African Social and Environmental studies Programme and USAID, ODA commonwealth and others.

The objective of the training was to review the **existing** syllabi, textbooks, workbooks and related materials in order to determine their relevance. The introduction of a new curriculum meant that existing textbooks needed to be reviewed and revised, new textbooks needed to be written or supplementary textbook developed.

Concerning textbook design, teachers formed writing teams. The teams participated in skills training through workshops. This training was run jointly by the curriculum development unit and publishers. The objective of the workshops was training teachers with writing potential. The team members were good teachers but they had no experience in writing textbooks. They were provided with on-the-job training, such as writing textbook skills and were frequently up-dated on current pedagogical skills. All training was in-house conducted by officers joining the department as curriculum development officers who had a degree and a post graduate diploma or B.Ed on Curriculum Development and Materials Design. The Ministry of Education supervised all the process of textbook production.

The project procedure includes piloting in schools before publishing the textbooks so that teachers' and students' opinions could be considered in further development and improvement of the manuscript of the textbooks.

Textbooks were reviewed and updated every five years by the teachers who wrote them. The first four years of primary level's materials was updated in 1991 in the following subject areas: English, Setswana, Mathematics, Religious Education, Science, Social Studies and Agriculture. Upper grades were updated in 1992. Junior Secondary material was reviewed from 1987-1991.

### **3.4. Results**

According to the study, the quality of the books was high since that the Ministry of education approved them and students and teachers used them as classroom materials. However there were not enough books for students. The financing of textbooks was met by Government through its commitment to free education. Books were provided to students on loan. In

primary school, books were returned annually on completion of each standard. In secondary school books had to be returned on completion of courses. Each child was entitled to prescribed books for each standard and course.

## **4. Textbook production in Malawi**

### **4.1. Author/Title**

Malawi Case Study was carried out in 1996 by: Hartford Mchazime, Malawi Institute of Education, Esme Kadzamira, Centre for Educational Research, and Juliet Nyangulu, Ministry of Education and Culture. Similarly to the case study above the title of the study is *“Textbook provision in Malawi and feasibility of co-operation among SADC countries”*

### **4.2. Country/population**

The Republic of Malawi is also a country of Southern Africa with Population over 12.6 million (UN, 2005). The country also was settled by British. Malawi is predominantly agricultural economy. The agricultural sector contributes 37% of the Gross Domestic Product. According to Encyclopaedia (2007) Malawi is among the world's least developed countries, with most of the population involved in subsistence agriculture. More than half the population lives below the poverty line. Chichewa is the national language of the country, but there are six other major languages and dialects spoken. English is the official language and the language of the business sector, but only a small proportion of the population speak and understand English.

### **4.5. The process of textbook production**

At independence African countries decided to review their curricula which did not address the needs and challenges of new nations. In 1985, the Ministry of Education and Culture of Malawi launched its education development plan for the period 1985-1995. In 1993 the World Bank had given funding to assist the Government in constructing, equipping

and furnishing the schools. The Government allocated part of US\$27 million for curriculum revision and financing textbooks for English, Chichewa, Mathematics and general studies. The development of textbooks was supported by the UNDO/UNESCO and also Educational Material Development Centre (EMDC) founded by the African Development Bank.

In addition, others institution gave support for textbooks production to take place in Malawi. UNICEF supported curriculum development and trailing of textbooks for primary schools. Also CODE supported the Malawi institute of education by providing computers and paper for textbook development. The UNDP, spent over US\$ 220 000 on curriculum development, textbook production and distribution. Government contributed with 12% of this amount. It was likely that the same agencies would provide assistance over the next five years.

Before starting textbook production ODA supported training in book design, layout, production and illustration. The trainees were in service teachers with at least 5 years of experience. Then the workshops were organized and the materials were planned and drafted. After finishing producing textbooks, they started with piloting the books before publishing them. The textbooks were trial tested or critically examined by experts. By 1989 new teaching syllabuses had been drawn up, and the task of writing textbooks and teachers guides for grade one started. Materials for grade two were distributed in 1994. Grade 3 textbooks have already been trial tested and those for grade four would be trial tested that year (1996). Grade five textbooks were being drafted.

#### **4.5. Results**

Textbooks produced were recommended by syllabus committees. Therefore they were used in schools. The new curriculum and the textbooks were described as learner centred and community based. They promoted the use local resources as much as possible and helped focus more closely on the needs of Malawi students. So, we can conclude that the textbook produced by Malawi teachers were successful.

## 5. Conclusions

The materials produced in the countries mentioned above were well planned and at some extent successful. They followed a very detailed process and the product has been successfully used in their country. The process they went through can easily be followed by another county. By analyzing these studies we can see that there are some factors that determine success/insuccess in textbook production.

Firstly Curriculum Development Officers and experts play a significant role in the writing of textbooks. In order to have successful textbook production a country should have experts in the field. Officers and experts have a significant role in selecting and training authors.

Secondly, support from the Government and Ministry of Education is another important factor that determines the success of textbook production. Textbook production should be encouraged by national authorities. In developing countries where there are no economical conditions, the governments look for bank loans or aid from developed countries to ensure the production of necessary books for students and teachers. Teachers also need to be sure that the book will be adopted after publication so, the Ministry of Education, the Government and teacher need to make an agreement where the book needs to be approved. Close relationship between the Ministry in-charge, the government, teachers and schools is necessary for the successful implementation of the new textbooks.

Thirdly, teachers should be an integral part of textbook production. Primarily, because they are the one who are mostly in contact with the students. In order to have success in the production of textbooks Ministry of Education of a country should promote the participation of teachers. Hoong (2006) states that Teachers' participation in textbook development provided insight into training needs and feedback for refinement of textbooks. If well trained, teachers are the ones who have the abilities to write textbooks that best suit their students.

Moreover, to have a successful textbook production, teachers need to be better qualified with pedagogical training and also they need to have some years of experience in

teaching. With experience in teaching they provide useful information about the learners that need to be taken into account when producing textbooks.

Another important factor for successful textbook writing is the economic factor. However, development is not synonym of success. A developed country as well as developing one has the possibility to produce textbooks. Botswana and Malawi are developing countries but they went on the process of textbook production. Of course one needs economical support for producing teaching materials. In Malawi, it was fortunate to get the support from other professional organisations, such as the World Bank, the UNESCO, the African Development Bank, the UNICEF and many others. Some of These organisations conducted activities and workshops for teachers to develop their writing potential and some gave the supporting founding for producing teaching materials.

In addition, piloting the book is an important factor that helps the process of textbook production to be successful. After piloting the book authors receive feedback from the users and also input from students. Then authors have the opportunity to review and revise the book if possible. It is better to test the textbook across several classes. In this way authors get a larger sample of opinions to determine if students will enjoy the book

The success in the production of textbooks also depends on the needs of the learners. Information collected not only on why learners want to learn English but also about constraints, attitudes and expectations are useful to the textbook production process. Such information helps the authors design a book that addresses the needs of as large number of learners as possible.

Finally, the acceptance of the book determines the success in the production of textbooks. First of all the process of textbook production need to be supported by MOE. Then the products need to be approved and recommended by the Ministry of Education for use in schools. The authors need to have a guarantee that the book will be adopted by teachers, students and the schools.

## **CHAPTER III**

### **METHOD**

To accomplish the issues presented in the literature review, this study deals with the analysis of the appropriateness of the textbooks currently in use by Capeverdean English teachers for Capeverdean teaching situation. It also tries to find out if English teachers from Cape Verde are willing to participate in the production of an English language textbook for Cape Verde. The major question of interest is: Can Cape Verde be successful in the process of textbooks production? This question is hypothesized that the production of English language textbooks is possible in Cape Verde and that this practice should be promoted by national authorities, Ministry of Education and all the professionals in the field of ELT as it brings many advantages for teachers, students and also to the educational system in the country. The main objectives of the study are to:

1. Measure the suitability of the textbooks currently in use for Capeverdean English language teaching context.
2. Find out if Capeverdean English teachers are interested in the production of English language textbooks for Cape Verde.

Additionally, taking into account that teachers should be engaged in the production of textbook the study also investigate teachers academic qualifications and teaching experience. In this way we can see if Cape Verde has qualified and experienced teachers to produce such textbooks.

### *The target population*

The target population of the study are English teachers of 8 secondary schools in Praia. Because it was not possible to survey the entire group of interest (all English teachers from Cape Verde) only a subgroup was selected. From 56 English teachers of secondary school in Praia, 45 received the questionnaire. The results are intended to provide useful and accurate information about the suitability of textbooks currently in use to Cape Verde reality and also about teachers' willingness to participate in the process of textbook production.

### *Questionnaire design*

Concerning the questionnaire design, I firstly, chose the relevant issues in the literature review and case studies. Then we start making questions about them. Secondly, the most important questions were chosen (the ones that would help to respond the research question). The major topics addressed in the questionnaire are: textbook evaluation, textbook adaptation and textbook production. Finally, the pilot testing took place in Manuel Lopes secondary school. As the three teachers who responded to the pilot questionnaire had no difficulty in answering the questions no modifications were made and I decided to proceed with the distribution of the questionnaire.

### *Questionnaire content*

The content of the questionnaire were topics related with chapter I, literature review. The questionnaire contained nine questions and three additional items. The three items allow us to have an idea of professional details of the respondents concerning academic qualifications, teaching experience and level currently teaching. From the nine questions the



firsts eight help us measure the suitability of the textbooks currently in use for Capeverdean English teaching context. The last question allows us to have an idea of the number of teachers who want to be engaged in ELT textbook production for Cape Verde. Most of the questions are closed questions multiple choices format because they are easier to analyze and also they save time. There were some open - ended questions in which teachers were supposed to give reasons for choosing a specific answer. The main objectives of the questions included in the questionnaire are:

*Professional details:* find out information about teachers' academic qualifications, teaching experience and the level they are currently teaching.

*Question n° 1:* find out the main textbooks used by Capeverdean English teachers.

*Question n° 2:* to measure the appropriateness of the textbooks currently in use for Cape Verde.

*Question n° 3:* to have an idea about the main problems with the textbooks currently in use.

*Question n° 4:* to find out why the books are appropriate for Cape Verde.

*Question n° 5:* to find out the amount of adaptations teachers are doing.

*Question n° 6:* to have an average percentage of students who have the textbook currently in use.

*Question n° 7:* to find out reasons why students don't have the textbook.

*Question n° 8:* to find out if the students who have the book like it.

*Question n° 9:* to have an idea of future engagement of teachers in the production of English language textbooks for Cape Verde.

*Data collection*

First, to reach a large number of teachers, the author contacted the some colleagues that are teaching in Praia and ask them about the number of English teachers of their school. Their contributions were essential since they helped the author identify the English teachers from their schools.

Second, the questionnaires were distributed on site in the breaks between classes. In the first break the author was in one school, in the second break in another and in the third in another one. The same procedures were followed during the mornings and also in the afternoons. Teachers responded to the questionnaire during the brakes and gave it back in the same day. In addition, for those who had not returned the questionnaire in the same day, the author had to go back to their school again to collect the questionnaire.

Hence, the author had to code the questionnaires with numbers in order to facilitate the contact with teachers who hadn't responded to the questionnaire yet. All of this because some teachers didn't return the questionnaire in the same day they took it.

## CHAPTER IV

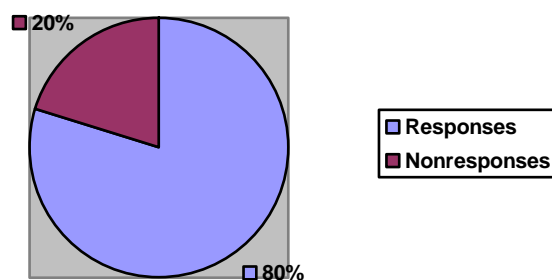
### RESULTS

In this section the results are presented and analyzed at the same time by examining the information collected from the questionnaire, taking into account the research questions. The presentation of data results includes not only the frequency of the responses to one item but also the analysis and comparison among groups of items.

As stated in chapter IV the questionnaire had two sections, the first section deals with the professional details about the respondents. This section allows us to construct a profile about teachers' academic qualifications and teaching experience. The second section had nine questions. The first eight questions help us to conclude if the textbooks currently in use by Capeverdean English teachers are appropriate for Cape Verde and question nº 9 shows us if teachers want to participate in the production of English language textbooks for Cape Verde.

The questionnaire was distributed to 45 teachers from all the secondary schools in Praia, reflecting about 80% of the total number of English teachers in Praia. 36 of the 45 teachers, or 80%, responded to the questionnaire and 12, or 20% did not.

Graphic 1: Responses and Nonresponses

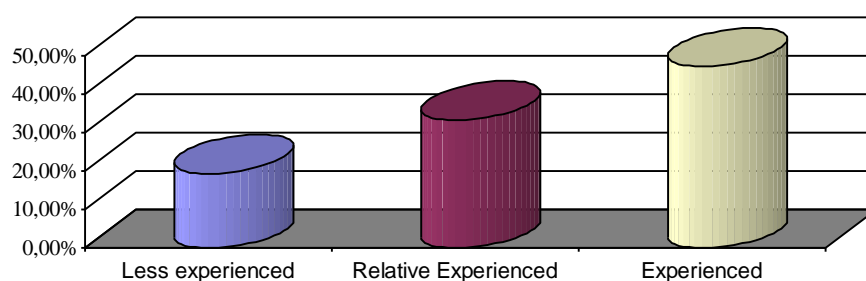


Concerning the questions included in the questionnaire we could find the following information:

### *Teaching experience:*

Teachers are asked about their years of teaching and we can find out that from a population of 36 teachers 7, or 19% of them can be classified as the least experienced ones because they have less than 5 years of teaching experience. 12, or 33%, can be classified as the relatively experienced teachers since they have between 5 to 10 years of teaching experience. 17, or 47%, can be classified as the most experienced teachers, with more than 10 years of teaching (10 to 27 years). From these results we can conclude that most of the respondents are experienced teachers with 10 or more years of teaching. As experience in teaching is an important factor to determine the success of textbook production, we can say that Cape Verde has sufficiently experienced teachers to be engaged in the production of English language textbooks.

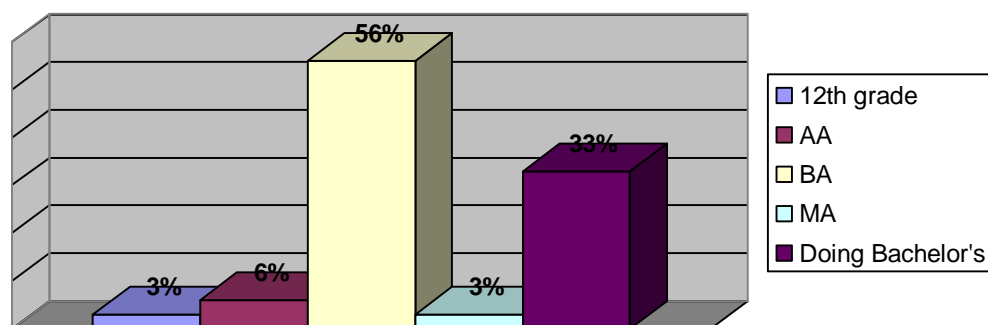
*Graphic 2: Teaching experience*



### *Academic qualifications*

Concerning academic qualifications 20, or 56% of the teachers who responded to the questionnaire have a Bachelor's degree in English Studies; 12, or 33%, are at the end of their Bachelor's degree at ISE (Instituto Superior da Educação); 2, or 7%, have an Associates' degree in English studies; 1, or 3%, has a Master of Arts in Pedagogical Sciences of Foreign Languages; 1, or 3%, has the twelve grade equivalent.

Graphic 3: Academic qualifications



Analysing the data we can conclude that the majority of English teachers that responded to the questionnaire have a Bachelor degree in English studies and in the next two years the numbers of teachers with a Bachelor degree will increase considerably since there are teachers in the fourth and fifth year of the English language course at ISE. In this way we can notice that there are a considerable number of teachers with academic qualifications in order to participate in the production of English language textbooks.

#### *Teaching experience vs. academic qualifications*

We also can notice that between the 17 experienced teachers there are 13, or 76 %, with a Bachelor degree; 1, or 6%, with an associates' degree; 1, or 6%, with a Master degree and 2, or 12%, are still doing their Bachelor degree at ISE. Between those 12 relatively experienced teachers 6, or 50%, have a Bachelors' degree in English studies; 4, or 33%, are still doing a Bachelors' degree at ISE; 1, or 8%, has an Associate degree in English studies at ISE and 1, or 8% has 12<sup>th</sup> grade equivalent. Finally, between those 7 least experienced teachers just 1, or 14%, has a Bachelors' degree and 86% are doing bachelors' degree at ISE. We can conclude that the majority of the most experienced teachers have academic qualifications and pedagogical training related to ELT.

*Table 1: The relationship between teaching experience and academic qualifications*

	Master degree	Bachelor degree	Associate degree	Doing Bachelor degree	12 <sup>th</sup> grade equivalent
Experienced teachers	6%	76 %	6%	12%	-
Relative experienced teachers	-	50%	8%	33%	8%
Less experienced teachers	-	14%	-	86%	-

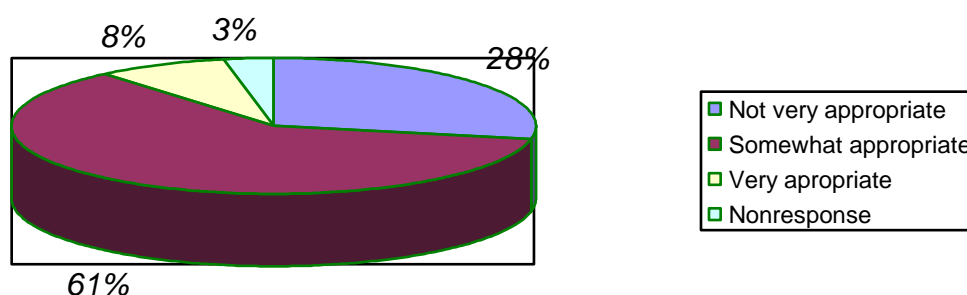
*Textbooks in use*

According to the data collected the primary textbooks currently in use are: Frontrunner, New Free way, Eyes and Spies, Teen, Frontrunner, Extreme, Aerial, Spotlight, Express Ways, Reward, First Prize, Diving into English, Starting Up, English Club, Out in Africa, Jet Line. Some teachers also indicated that magazines are their primary resource. The four books most often used as a primary resource are: Eyes and Spies, Teen, Frontrunner and Extreme. From the 36 teachers who responded to the questionnaire 11, or 31%, use Frontrunner as a primary resource; 6, or 17%, used Eyes and Spies; 4, or 11% use Extreme; 3, or 8%, use Teen and the remaining 11 use various books.

### *Appropriateness of the textbooks currently in use*

Teachers were asked about the appropriateness of the primary textbook they are currently using for Cape Verde and we could find out that only 3, or 8% of the respondents say that the primary textbook they currently use is very appropriate; 10, or 28% of the respondents argue that it is not very appropriate; 22, or 61%, maintain that it is somewhat appropriate and 1, or 3%, did not respond to this question.

*Graphic 4: Appropriateness of the primary textbooks currently in use*



In addition, from those 10 teachers who say the book is not very appropriate we can notice that 7, or 70%, use Frontrunner as a primary textbook; one, or 10%, uses Extreme; one, or 10%, uses Step By Step; also one, or 10%, uses Blueprint. For those 22 who said that the book is somewhat appropriate 5, or 23%, use Eyes and Spies; 4 or 18%, use Frontrunner; 1, or 5% uses Teen; 3, or 14%, use Extreme and the other 9 use various books. For those 3 who argued that the book they are currently using is very appropriate 1, or 33%, uses Eyes and Spies; 1, or 33%, uses Extreme and 1, or 33%, uses Jet Line. Hence, we can notice that the majority of teachers state that the book they are currently using is somewhat or not appropriate for Cape Verde. We also can notice that although Frontrunner is the official textbook approved by the Ministry of Education (MOE), according to the teachers it is the least appropriate for Cape Verde since that the majority of teachers who used it believed that it is not appropriate or somewhat appropriate (see table 2).

*Table 2: Appropriateness of the most frequently used Textbooks*

	Very appropriate (3 respondents)	Somewhat appropriate ( respondents)	Not very appropriat (10 respondents)
Eyes and Spies	33%	22%	0%
Frontrunner	0%	18%	70%
Teen	0%	5%	0%
Extreme	33%	14%	10%

*Problems with the primary textbooks currently in use*

Concerning the main problems with the textbooks, the teachers who claim that the primary textbook is somewhat or not very appropriate had to specify the main problems with the textbook. Analysing the data collected we could notice that the most common problems mentioned by the teachers are: First, the book is too expensive; second, it is not available; and third, the topics of the book don't interest students. Of the 36 teachers 24, or 67%, mention that the primary textbooks they use is very expensive and of these 33% maintain that it is the first problem, 59% named it as the second problem and 8% said it is the third problem.

The second major problem mentioned by teachers is the availability of the textbook. 22, or 61% of the respondents argue that the book is not available and of these 68% named it as the first problem, 18% named it as the second problem and 14% named it as the third problem.



Another big problem with the primary textbook is about topics. 13 or 36% of the teachers said that the topics of the textbooks don't interest students. Of these 13 teachers 31% said it is the first problem, 46% claim it is the second problem, and only 23% claim that it is the third problem.

Respondents also identified several problems with the primary textbooks in use. The fourth major problem with the textbooks named by the respondents is about the skills presented in the textbooks. 9, or 25% of the respondents mention that the books they use don't cover the four skills. Additionally, 4, or 11%, said that the books they use are full of cultural and social bias; 3, or about 8%, maintained that the primary textbooks they use don't have appropriate method; 2 or about 6 %, said that the books are not interesting/attractive; also 2, or 6%, say that their primary textbooks have difficult language and instructions and four or 11% did not respond (three of them say that the books they use are very appropriate and one say that he/she doesn't use textbooks).

Teachers were also asked to name other problems with the textbook they are currently using that was not included in the list of problems. One teacher responds that the program made by the MOE doesn't follow the texts; the texts don't cover the grammar points and the topics proposed by the Ministry Of Education. Additional complaints include inappropriateness of textbook for his/her students, age and lack of textbook cassettes.

*Table 3: Problems with the primary textbooks in use*

	Total of respondent	Problem # 1	Problem # 2	Problem #	Problem #
Too expensive	24	33%	59%	8%	-
Not available	22	68%	18%	14%	-
Topics don't interest students	13	31%	46%	23%	0%
Doesn't cover the four skills	9	22%	44%	22%	12%
It is full of cultural and social bias	4	25%	-	50%	25%
Not appropriate methodology	3	33%	-	33%	33%
Not interesting/attractive	2	100%	-	-	-
Difficult instructions/ Language	2	50%	-	50%	-

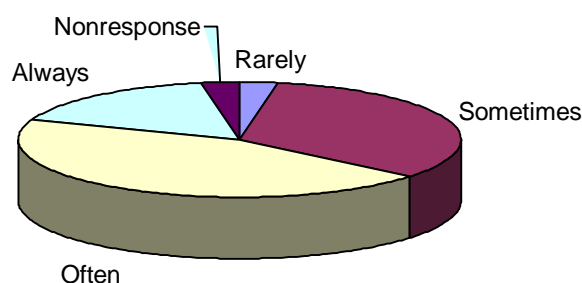
Therefore, the great majority of the teachers who responded to the questionnaire claimed that availability is the most important problem with the textbook they are currently using. The second most important problem is the cost of the textbook. And the third most important problem is that the topics don't interest students.

Of the three respondents who said that the primary textbook they are currently using is very appropriate they were asked to give their reasons. The first teacher said that his/her textbook is very appropriate because it helps the teacher and the students develop reading and writing skills. The second teacher who said that the book he/she uses is very appropriate said that his/her textbook is updated and the third teacher argued that his/her textbook is very appropriate because it covers the four macro skills and because it is interesting and attractive. It is important to note that these teachers are not referring to the same textbook, and that other teachers categorized these same textbooks as somewhat appropriate indicating that the appropriacy of these "very appropriate" textbooks is questionable.

### *Textbook adaptation*

Concerning this section, teachers were asked if they make adaptations to the primary textbook they are currently using. Of the 36 teachers, 3% say that He/she rarely adapts the textbook; 33% sometimes adapt the textbook; 44% often adapt the textbook; 17% always adapt the textbook and 3% did not respond this question.

*Graphic 5: Textbook adaptation*



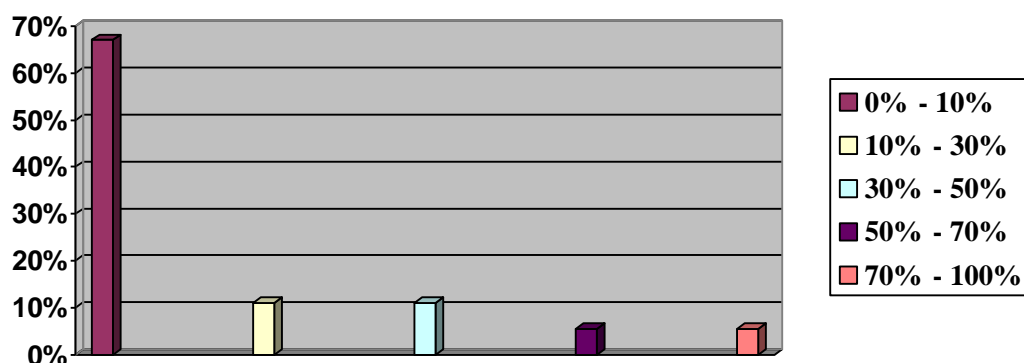
Analysing the results we can conclude that the majority of Capeverdean teachers make a lot of adaptations to the textbooks they use in order to make them suitable to the English teaching context of the country.

### *Relationship students/textbook*

According to the respondents the percentage of students who have the textbook is very low. According to the data collected 67% of the respondents claim that less than 10% of their students have the textbook; 10% claim that between 10 - 30% of their students have the textbook; 10% maintain that between 30 - 50% of their students have the textbook; 6% of the respondents state that between 50 to 70% of their students have the textbook and finally only 6% of the teachers said that amount of students who have the textbook is between 70% to 100%. These teachers acknowledge that the students don't actually have the textbook, but rather a copy. This still indicates that these students either don't have access to the original

book or found the book to be too expensive. We can conclude that the majority of students don't have access to the textbook.

Graphic 6: Percentage of students with textbooks



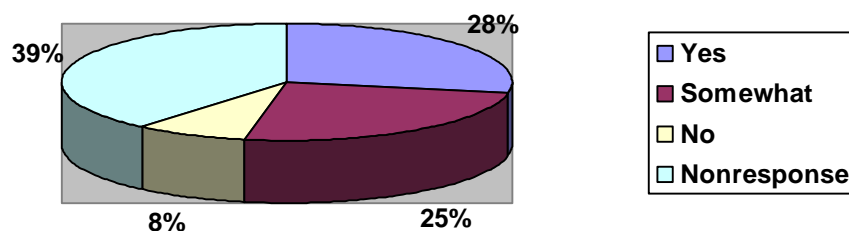
Teachers complain about the fact that students don't have the books for several reasons. First of all the books are not available and those that are available are too expensive. In fact 28% of the respondents claimed that students don't have the books because they are not available and about 30% said that it is because the books are too expensive. 11 teachers, or 30%, pointed to both as the reason why students don't have the textbooks and 4, or 12%, mentioned other reasons. One, or 3%, did not respond to this question. Two teachers didn't choose either availability or cost, but mentioned other reasons. One claimed that he/she told them not to buy the book (Frontrunner) because it is not appropriate and the other claimed that students don't care much about bringing material to the class. There were teachers who mentioned both or one of them and then added some other reason. Most of them claimed that students don't care to buy the book or even the copy the teacher asks them to buy and some claimed that the book came really late to the market.

Table 4: The main reasons why students don't have textbooks

	Not available	Too expensive	Both	Other
Percentage of respondents →	28%	30%	30%	12%

When asked if the students who have the textbook like it, 14 teachers or 39%, did not respond claiming that none of the students have the textbooks. But there were 22, or 61% who did respond. 10, or 28% of those who responded claim that students like the textbook; 9, or 25%, said they like it somewhat and 3, or 8% said that the students don't like the primary textbook they are using. Those who claimed that the students don't like the books argued that students have problems in using the books, they don't have the habits of reading, they don't use the book very much and that only a small amount of books' topics interest the students.

*Graphic 7: Do students like the textbook?*

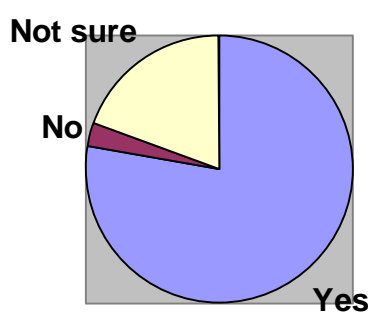


In addition, those who argued that students enjoy the books were asked to point their reasons. First of all one of them claim that students bring the book into the class and ask questions about the exercises they find. Another one says that students find in the book a guide for home study. Some of them argue that the books they use are attractive with lots of interesting pictures and therefore students like them. A final respondent says that the book He/she uses is full of lyrics and songs and also it has a lot of interesting exercises. We can see that teachers believe that students who have access to the textbooks generally like them, meaning that English language textbooks have a “high face value” with students.

### *Teachers Participation in Textbook Production Process*

Concerning the last question “*would you like to participate in the production of an English language textbook?*” 28, or 78% of the teachers responded yes, 7, or 19% responded that they are not sure and 1, or 3% responded no.

*Graphic 8: Teachers willingness to participate in the process of ELT Textbook Production*



We can get to the conclusion that the vast majority of the teachers who responded to the questionnaire are willing to participate in the process of textbook production and only one respondent doesn't want to participate in this process. We also could notice that for those 28 who said yes 50% are experienced teachers, 32% are relatively experienced teachers and the remaining 18% are less experienced teachers who are doing a Bachelor degree at ISE. The respondent who indicated that he/she would not like to participate had had no formal pedagogical training.

## CHAPTER V

### 1. CONCLUSIONS

By analysing the data collected, the relevant issues in the literature review and also into chapter II case studies, we can answer our research question: Can Cape Verde be successful in the production of English language textbooks? We can assure that this process can be successful if some facts are taken into account.

First of all, Cape Verde can be successful in the process of textbook production because teachers are willing. Teacher willingness is also a sign that the book will be well received by teachers and therefore successful. We have seen in chapter I and chapter II that teachers are the ones who have the abilities to write textbooks that best suit their students. Capeverdean teachers are willing to be an integral part of the process and they will do their best to produce good textbooks because it gives them a kind of prestige and they will gain the satisfaction of contributing to their profession.

In addition, there are some others information which lead us to conclude that the production of English language textbooks is possible and can be successful. As we have seen in the chapter II teachers need to be experienced and trained in order to be engaged in the process of textbook production. From the data collected we can conclude that Cape Verde has sufficiently experienced and qualified teachers. Those teachers can use their experience and bring into the process relevant information that helps the textbooks fit Capeverdean learners needs, interests and backgrounds. They know the learners very well since they are in contact with them for many years. Therefore they know how to address learners' needs.

We have also seen that successful textbook production is based on the learners' needs, constraints, attitudes and expectations. Learners need books, and the majority of our students don't have books either because of availability or cost. Locally produced textbooks will ensure that students have English Language Textbooks. As we saw from the data collected, learners have a positive view about EL textbooks and this will also ensure that local textbook production would be successful.

However, provisions will need to be put in place in order for this process to be successful.

Firstly, Cape Verde is a poor country with few economical conditions to support this project. The Government has many debts and has no funding to invest in such a project. But if we take into account that there are poor countries such as Malawi and Botswana that went through the process of textbook production we can see that lack of money is a problem that can be overcome.

Another problem that may prevent the success of textbook production in Cape Verde is the lack of experts. There aren't any experts in materials writing in the country. As Bolitho (2003) states MOE needs to look for partnerships with outside agencies (universities) that could send experts to Cape Verde in order to prepare teachers for textbook design. In Malawi for example the author training process was supported by some agencies including UNESCO. Cape Verde also can get support from another country or institution.

It is clear then that local textbook production is possible, even if there are some obstacles that can be overcome. Not only is this project possible, it is advantageous. These are the reasons why:

Firstly, teachers will be more satisfied. From the information analyzed in Chapter IV we can notice that a great amount of teachers are not satisfied with the textbooks they are currently using. In fact teachers complain about the cost, availability and unsuitability of the textbooks. It is said in the literature review that local textbooks are often least expensive and bearing in mind that they are produced for Capeverdean students they will be suitable to our teaching situation. Therefore they will be available.

Secondly, teacher will save time preparing lessons since they don't have to make extensive adaptations to local textbooks. From the information presented in the results we can see that when preparing their lessons, teachers are making too many adaptations to the existing textbooks. If teachers are making extensive adaptations then we can assume that the books don't fit Capeverdean teaching situation. Maybe in fact as we have seen before in the chapter I



when extensive adaptation is required teachers ought to reject the book. Therefore Capeverdean English teachers need to consider producing English textbooks that fit their teaching situation. With locally produced textbooks teachers don't need to make extensive adaptations since such textbooks are produced with Capeverdean of learners in mind.

Thirdly, local textbook production encourages teachers to grow professionally. As we have seen in chapter I, the process of textbook production helps teachers to have a better understanding about English language and also about teaching skills since that they will have additional training. So, they will bring into the classroom different ideas and methodology that they learn in the process of textbook production.

Similarly, Capeverdean students will be excited about a textbook that they have access to. Students will easily get access to the textbook because it was made for them. If textbooks are made in Capeverdean and for Capeverdean students of course students will have access to them and the problem with availability of the textbook will be overcome. And also as we seen before local textbook are usually less expensive. Students will be able to afford them.

Finally, textbooks will be suitable for Capeverdean students. If a book is produced for Capeverdean students, it will fit students' educational needs. In fact, if students can easily get access to the books and also afford them, then we can say that they will have a guide for home study and consequently they will learn better and faster. Therefore the quality of English language teaching/learning in Cape Verde will improve

## **2. RECOMMENDATIONS**

As we have seen Cape Verde has the capacity in terms of teachers' involvement to produce local textbooks. However some constraints may prevent the country to start this project soon. But there are some attitudes that should be helpful to the development of this project. In order to facilitate the process of textbook production the following three steps are recommended:

First, a task-force should be created, composed of the Ministry of Education, teachers from the English department of ISE, English teachers from secondary schools and also students. The task force should first, set up a time-frame and objectives to be achieved; second, to identify specific tasks to be undertaken and implemented; third, carry out a study to assess material needs in the country in order to know the priorities and draw up a plan of action and finally, make a detailed study on the use of textbooks and textbook availability and access in schools to get useful information about needs and shortfalls.

Second, the task-force should work closely with the Government and try to bring experts from another country to give additional training for textbook design for teachers. The expert should also supervise the process of textbook production.

Third, the task force should also try to get financial support in order to implement the project. As we have seen money is an important factor that determines the success of textbook production process. The task force should cooperate with the Government and look for sponsorships or bank loans to start with the process of textbook production.

By following these steps we are ensuring a successful textbook production project ultimately leading to a better English language instruction.

# APPENDIX

## APPENDIX

### QUESTIONNAIRE

Please read the following questions and give thoughtful answers.

#### Professional details:

Year of teaching: \_\_\_\_\_

Academic qualifications: \_\_\_\_\_

Level you are currently teaching: \_\_\_\_\_

1. What is the primary textbook you currently use?

\_\_\_\_\_

2. How appropriate is the primary textbook you currently use for Cape Verde?

\_\_\_\_\_not very                      \_\_\_\_\_somewhat                      \_\_\_\_\_very

3. If in question # 2 you said it is “not very” or “somewhat” appropriate, what are the main problems with this textbook? Please rank in order of importance.

___too expensive	___Not appropriate methodology
___not available	___Doesn't cover the four skills
___Not interesting/attractive	___Topics don't interest students
___Difficult instructions/ Language	___It is full of cultural and social bias

(Other) \_\_\_\_\_

\_\_\_\_\_

4. If in question # 2 you said it is “very appropriate”, please say why?

\_\_\_\_\_

\_\_\_\_\_

5. Do you make adaptations to the primary textbook you currently use?

\_\_\_Never      \_\_\_Rarely      \_\_\_Sometimes      \_\_\_Often      \_\_\_Always

6. What percentage of your students have textbooks?

___ 0% - 10%	___ 10% - 30%	___ 30% - 50%
___ 50% - 70%	___ 70% - 100%	

7. For students who don't have the textbook, why do you think they don't have it?

\_\_\_Not available  
\_\_\_Too expensive

(Other) \_\_\_\_\_

8. For those students who have the textbook, do you think they enjoy it?

\_\_\_Yes                      \_\_\_Somewhat                      \_\_\_No

Why? \_\_\_\_\_

9. Would you like to participate in the production of an English language textbook for Cape Verde?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Not sure

Thank you

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